The use of software technology in learning

Technology

The paper " The Use of Software Technology in Learning" is an excellent example of an essay on technology. The use of new technologies has dramatically improved classroom learning in so many ways. Using software to enhance learning in this way demands the strategic choice of the software otherwise the tools may become a distraction. The knowledge of choosing software is tied to the lesson objectives. This is the very first element to consider. The appropriate software to choose must be suited to achieve the lesson objectives much more than other tools. Here, the educator may assess the relevance of the problems provided by the software to the lesson topic. In utilizing software, the educator should be well versed with the opportunities that the software provides in the course of learning. For instance, a software's ability to provide feedback to the educator, create room for reflection and revision as may be necessary to the learning objectives. The iReady software has this capacity because the online lesson is monitored by the educator as feedback about the learner's progress (Lathrop & Goodson, 2003).

Also, the knowledge of whether the software can reach individual learner goals is paramount. The need for each learner to grasp the concept is very important because these techniques should fill in the gaps where learners are not able to get through the concepts. In line with this, the software's capabilities to achieve the FEAPS is key to the learning process. For example, software that promotes communicative, developmental and learning environmental FEAPs is more appealing and is deployable to promote learning. This knowledge enables planning and exploitation of these aspects in the best way to enhance learning. Understanding the desired impact of the software would lead to an evaluation of its contribution to learning. This

way, the educator plans the lesson and utilizes the materials strategically to streamline the learning process. This knowledge of software selection and utilization is aligned to the FEAP indicators in a large way. First of all, the software choice based on the learning objectives is tied to reviews of the capabilities of the tool. There being a variety of software that has been used in various courses, it is easy to find reviews on the performance of the software. There are math software, science software, and even language learning software. With the knowledge of the desired objectives, the educator deploys software that they deem appropriate based on the reviews posted about a particular software. Using these as instructional materials, the quality of the software is as much an outcome of the context in which they are used as it is about their quality as can be established from the reviews. The software instructional materials thus collaborate with other materials to foster effective learning (Lathrop & Goodson, 2003). The use of software technology in learning also complies with the PECs in preparation of materials, delivering course instructions, assessing learner progress and managing tasks. As mentioned above, the educator should beware of the opportunities for the particular software to be used. Software built to use games as learning tools definitely means the educator has to manage the use of the games. Some software is to be used in collaboration with other materials for this, the level of preparation meets the PECs requirements. Learning a software's way of providing feedback is a way of assessing the learner's progress (Strayer, 2012). These software capabilities enhance learning through the achievement of the various FEAPs and PECs. Therefore, in choosing software to use for learning, relevant knowledge and proper management is key to the achievement of the learning objectives.